

Draft Auckland Plan

Notes on Education and Skills

26 September 2011



Auckland Council has released the Draft Auckland Plan, outlining a vision and priorities for Auckland that will have an impact on all of us for the next 30 years. It is out for consultation now, until 25 October 2011.

The Draft Plan includes a major focus on education and skills so it is important that the education sector has input into the final version of the Plan. The Draft Economic Development Strategy is a 10 year strategy that underpins the Auckland Plan and is also out for consultation.

COMET has prepared this summary of key points from the Draft Plan and the Draft Economic Development Strategy to help the education sector find the sections of greatest relevance in these lengthy documents, and begin discussion on making a submission.

The Auckland Plan will influence the development of our city for many decades. We encourage people to make submissions to Auckland Council.

Feedback on the Auckland Plan closes 4pm Tuesday October 25, 2011

For full coverage, see the detailed plans at www.theaucklandplan.govt.nz

Read the summary booklet here:

<http://www.aucklandcouncil.govt.nz/SiteCollectionDocuments/aboutcouncil/planspoliciespublications/theaucklandplan/draftaucklandplanssummary.pdf>

To discuss ideas in the plan, join one of the sessions on the travelling road show. A schedule of dates and venues is available at www.theaucklandplan.govt.nz

Make an on-line submission here:

<http://www.aucklandcouncil.govt.nz/EN/AboutCouncil/PlansPoliciesPublications/theaucklandplan/haveyoursay/Pages/home.aspx>

Download a printable submission form here:

<http://www.aucklandcouncil.govt.nz/SiteCollectionDocuments/aboutcouncil/planspoliciespublications/theaucklandplan/draftaucklandplanssubmissionform.pdf>

Or write and send your own submission to:

www.theaucklandplan.govt.nz

or post it to
Auckland Council,
Private Bag 92300, Auckland 1142
Freepost Authority 237170.

Make sure you include a postal address.



A. Overview - The Draft Auckland Plan

The draft Auckland Plan sets out how Auckland will absorb an additional one million people and build 400,000 dwellings to accommodate them in the next 30 years.¹ The Plans will shape where we may live and work and the transport services we will use.

1. Transformational shifts

The Plan calls for transformational shifts to achieve the Mayor's vision of becoming the world's most liveable city by 2040. Auckland's population is young, increasingly diverse; the city is growing faster than NZ and facing big global and economic challenges. Auckland is beautiful with great assets but it is not great for everyone and not great all the time.

The Mayor's vision includes:

- creating a quality compact city with an internationally recognised centre and a network of interconnected towns and villages
- enhanced economic growth doing more with less
- developing Auckland as a globally competitive city while retaining local character, ensuring opportunity for all, protecting the natural environment and the diversity and cultural vitality that Aucklanders cherish.

The five transformational shifts proposed include two that are particularly important for education:

- **dramatically accelerating the prospects of children and young people**
- **substantially lifting living standards for all Aucklanders**
- committing to environmental action and green growth
- outstanding public transport within one network
- radically improving urban living and the built environment

2. Place-based initiatives

The Plan includes two key place-based initiatives:

- a world-class **city centre and waterfront** with the city rail link providing for increased inner city residents and jobs; and
- the **Southern Initiative** to tackle high social need and develop the human and economic potential of the area with an emphasis on education, health and housing.

3. Strategic directions

The Plan has 11 strategic directions each outlined in a separate chapter. The two most important for education are **Auckland's people** (Chapter 1) and **Auckland's economy** (Chapter 4).

1. people and society
2. Māori aspiration;
3. arts, culture, heritage and lifestyle;
4. the economy;
5. the environment;
6. climate change;
7. rural Auckland;
8. urban Auckland;
9. housing;
10. infrastructure;

¹ Along with the draft Auckland Plan there is a draft City Centre Masterplan and the draft Waterfront Plan, all of which can be viewed at www.theaucklandplan.govt.nz

11. transport, accessibility across Auckland, New Zealand and globally.

B. Education and Skills in the Draft Auckland Plan

There are *four strategic directions* of particular relevance for education, with inter-related priorities.

Strategic direction 1

Create a strong, inclusive and equitable society that ensures opportunity for all Aucklanders (pg 40)

Priority 1: Put children and young people first

Priority 2: Improve education, health and safety of Aucklanders with a focus on those most in need

Priority 3: Strengthen communities

Many organisations support children and young people but many Auckland children experience significant disadvantage and these communities will have the most significant increase in numbers of children in the future.

The Draft Plan refers to the importance of foundation learning at home and at ECE, Kohanga Reo and language nests to prepare children for success. It acknowledges that many factors limit peoples' capability including: health, housing, low income, limited transport, limited literacy and numeracy.

The Draft Plan refers to assisting parents into education and employment as a key route out of poverty. Strategies for improving adult education and skill levels, including literacy and numeracy, are key to improving incomes and increasing disadvantage.

Strong cohesive communities need pride, inclusiveness resilience, prosperity, knowledge, and health. Planning and provision of physical and social infrastructure must respond to changing family and community needs. Local initiatives are vital and they must be owned by the community.

Increased **access** to transport and services is important for many people. Flexible training and work arrangements as well as childcare enable parents to participate in work. Migrants come with talents and skills but they need proficiency in English; many fail to find jobs that match skills and experience.

Directives:

- 1.2 Support parents, whanau, aiga and communities in their role as caregivers and guardians of children and young people
- 1.3 Improve the learning and educational opportunities for all Aucklanders
- 1.4 Tackle low levels of literacy and numeracy and provide opportunities for life-long learning
- 1.5 Reduce health inequalities and improve the health of all Aucklanders
- 1.7 Support community-led development and work with communities to develop leadership, skills and capacity
- 1.8 Promote inclusion, reduce discrimination and remove barriers to opportunity and participation, particularly for disadvantaged groups

Specific Targets

By 2017, all preschool children demonstrate at the B4 (before school check) that they have strong family or whanau attachments and have the foundation for success in school and life

By 2020, increase the number of early childhood education facilities in Southwest and West Auckland (the areas of highest need) by 100 (10 per year)

By 2030, all school leavers will be achieving NCEA Level 2 [**at least** Level 2 elsewhere in the Plan]

By 2040, all young adults will complete a post-secondary qualification.

The Southern Initiative (pg 50)

The Southern Initiative is a major initiative under the Strengthening Communities priority. It includes the economic and social activity within four local boards – Mangere-Otahuhu, Otara-Papatoetoe, Manurewa and Papakura.

The Southern Initiative is an area with great economic potential, major employment with high population growth, large numbers of young people but significant economic and social disadvantage. Over 90% of new jobs will require NCEA but people don't have sufficient educational skill.

The key to transformation in the Southern Initiative is educational achievement and skills for employment. Initiatives will focus on early learning - including supporting and upskilling parents and guardians- raising education achievement and youth and housing.

Action on the Southern Initiative will be championed by the Mayor and will take a community development approach.

Southern Initiative Directives

- Do a stocktake of policies, existing programmes, plans and physical assets for ECE, schools achievement, youth transition, training, employment and housing: commit to shared goals and a programme of monitored action over 30 years
- Immediately review public transport to provide, within a year, better, more convenient access to educational institutions, employment and social services

Strategic direction 2

Enable Māori aspirations through recognition of Treaty of Waitangi and customary rights (p. 54)

The chapter on Māori sets out specific issues relevant to Māori; education, social and economic issues for Māori are dealt with in other chapters.

The Plan wishes to create a relationship where Māori are able to make important decisions concerning matters of significant to them, where smarter decisions are made on how to support those aspirations; where there are sustainable partnerships with Maori.

The Plan identifies Marae are a focal point of social, economic and cultural development (*which implies an important role in learning*).

Directives:

- 2.4 Support marae development to achieve social, economic and cultural development
- 2.5 Priorities facilitation of Maori outcomes through a comprehensive and coordinated development programme.

Strategic direction 3

Integrate arts, culture, heritage and lifestyle into our everyday lives (p.60)

- Priority 1:** *Value and foster Auckland's cultural diversity*
Priority 2: *Value our artists, creative sector and cultural institutions*
Priority 3: *Enhance and reveal our evolving heritage*
Priority 4: *Support Auckland's outdoor culture, recreation and sport*

Auckland has a rich cultural heritage which helps form who we are. The city is more ethnically and culturally diverse than it used to be; the skills, talents and cultural wealth of our communities make Auckland vibrant; creativity and the creative industries are important sources of competitive advantage. Recreation and sporting opportunities are also a key part of the lives of Aucklanders and are important to our wellbeing.

Directives:

- 3.1 Encourage and support a range of community events and cultural festivals that reflect the diversity of our cultures
- 3.2 Support people to retain and learn their languages and other forms of cultural expression
- 3.3 Support artists and creative enterprises
- 3.4 Foster and encourage the development of the creative sector
- 3.9 Promote Auckland's sporting and recreational culture and encourage and nurture sporting talent and excellence

Specific targets

By 2040, increase the number of residents who are conversant in more than one language from 25% to 50%

By 2040, increase the number of people employed in the creative sector from 26,900 in 2007 to 45,000

Strategic direction 4

Develop an economy that delivers opportunity and prosperity for all Aucklanders and New Zealanders (p70)

Priority 4: Enhance investment in people to grow skills and a local workforce

The Plan calls for Auckland to become export led, promote new economy sectors complemented by internationally competitive sectors: marine, boat-building; added value food and beverage; high tech manufacturing; screen, digital and creative industries; finance; tertiary education and training.

There are challenges:

- huge potential in our young people
- a mismatch between skill sets and workforce demands
- youth unemployment in Auckland March 2011 was 31% for 15 to 19-year-olds, 12% for 20 to 24-year-olds
- many adults face barriers through poor literacy and numeracy

Economic transformation will require:

- improved level of skills to succeed in knowledge economy
- there will still be low-skilled jobs in some sectors
- overcome skill shortages in key areas by growing our own talent
- increase labour market participation

Directives:

- 4.9 Work jointly to increase skill levels across the age and skill spectrum with an emphasis on disadvantaged youth, and remove barriers to productivity and labour market participation for Auckland's workforce
- 4.10 Support Auckland's tertiary institutions and R&D providers to develop the skills needed for high value industries, recognising they attract skilled migrants and New Zealanders wishing to return
- 4.11 Improve communication between education providers, including schools, universities, polytechnics, industry training providers, sector organisations and firms to respond to changing skills requirements
- 4.12 Support future skill development and labour market participation for Maori and support local iwi to leverage Treaty Settlements to enable economic development for Maori
- 4.13 Improve education, skills development and labour market participation for Pacific youth

C. Education & Skills in the Draft Economic Development Strategy (pg 76-87 of the ED Strategy).

The Draft Economic Development Strategy is a separate document that links back to Strategic Direction 4 above with more details about education and skills. A key difference between the Plan and the Strategy is the area of focus.

- The Draft Auckland Plan is taking a whole of life approach.
- The Draft Economic Development Strategy² focuses on transition from secondary to further training or the workforce, higher education partnerships and workforce development.

Strategic Directions within the Economic Development Strategy include:

1. A business friendly city
2. An innovation hub of the Asia Pacific region
3. Internationally connected and export driven
- 4. Investing in people to grow skills and a local workforce**
5. A vibrant, creative city

Strategic directions 1-3

These sections discuss a wide range of issues that impact on or are important to education:

- The technology platforms that exist in Auckland (bioscience, digital content expertise and advanced materials) and the importance of green growth
- Urban form, transport, ultrafast broadband, key business development areas
- Building an innovation system with strong links between research institutions, businesses and organisations and innovation hubs
- Supporting the export education sector

²www.aucklandcouncil.govt.nz/SiteCollectionDocuments/aboutcouncil/planspoliciespublications/theaucklandplan/draftedstrategy.pdf

Strategic Direction 4: Investing in people to grow skills and a local workforce

4.1 Auckland Council and Local Boards champion education and lifelong learning (link to education sector)

The Mayor and Council will take a leadership role to

- Facilitate better agency and service alignment to improve capacity building and service delivery in the education pipeline (within 10 years)
- Work with local boards to support education, skills and employment in their local area plans and communities (within 3 years)
- Deliver a single coherent approach to monitoring and understanding the outcomes of the local transition and career education initiatives in Auckland (within 3 years)

4.2 Increase Auckland's workforce participation and productivity growth

Council will work with central government to leverage the benefits of national policy settings in Auckland, particularly where pockets of low skills, high unemployment and underemployment exist alongside employment and growth centres.

- Deliver improvements in literacy, language and numeracy to raise productivity (within 10 years)
- Deliver a digital network across all Auckland schools linking all activity to wider industry groups such as NZICT and Next Space (within 3 years)
- Facilitate 'earn as you learn' opportunities in Auckland (e.g. trades, apprenticeships and cadetships) (within 3 years)
- Facilitate interventions that respond to the education, learning pathways and skills needs of Maori, Pacific, new migrants and refugees (Auckland regional migrant settlement strategy), and ethnic communities (within 3 years)
- Identify ways that council procurement can be leveraged to enhance employment opportunities in Auckland, especially amongst youth (within 3 years)
- Identify opportunities to engage with Immigration New Zealand to facilitate actions that meet the needs of Auckland in attracting and retaining skilled workers (within 3 years)

4.3 Build, attract and retain skills

Council will work with the government to promote high-value skills in internationally competitive growth sectors and help facilitate tertiary education providers to offer programmes and courses that better align with industry and workforce needs.

- Identify critical skill shortages to better link industry needs and education supply (within 3 years)
- Facilitate universities and institutes of technology & polytechnics to work collaboratively with industries to improve the relevance and responsiveness of educational programmes (within 3 years)
- Support the inclusion of sustainability oriented economic development into education programmes, including the development of online sustainability advice and training programmes (within 3 years)

Strategic Direction 5: A vibrant world class city

Council will build on Auckland's diversity and work with Maori and unique ethnic communities to drive business growth in areas such as tourism and events.

- Support iwi/Maori to explore the potential of establishing Maori entrepreneurship initiatives and points of difference for Auckland
- Promote Pacific and migrant cultures to create a unique visitor, talent and investment proposition

D. Other actions in the Draft Auckland Plan relevant to Education & Skills

1 Put children and young people first and consider their well-being in all the things we do

- Facilitate the development of a network of community hubs to provide venues and services; investigate schools as community hubs.
- Work with partners and service providers to ensure a better integrated network of services
- Support and provide effective parent- family, and whanau-focussed services and programmes.

2 Improve the education, health and safety of Aucklanders with a focus on those most in need

- Support families to ensure that children have a good start and improve access to and provision of quality early childhood education, early intervention programmes, kohanga reo, Pacific and other language nests, particularly in areas of high need.
- Ensure that every young person leaves school with a plan for further education, learning and development or employment
- Support the transition from training into the workplace by working with training institutes and employers.
- Work with Māori and community groups to support existing initiatives and develop new Māori educational initiatives
- Work with Pasifika, refugee, migrant and community groups to support educational initiatives to encourage skill development.
- Investigate the option of Auckland Council having a cadetship scheme for supporting school leavers, and work with other medium and large Auckland enterprises to develop cadetship schemes.
- Increase access to and support literacy and numeracy courses; promote the use of new technology, such as online learning systems.
- Encourage and support employers and other agencies to include literacy and numeracy in workplace training systems.
- Take an integrated approach to improving health and reducing health inequalities and ensure that urban development encourages healthy living.
- Develop an impact assessment that allows council to assess activities of council in terms of their social and health impacts.
- Encourage funding agencies to work together to streamline and simplify funding opportunities and grow the philanthropic sector to support education and health.